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**A STUDY ON JOB SATISFACTION AMONG TEACHERS AT MAKTAB
RENDAH SAINS MARA (MRSM) ULUL ALBAB**

By



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Thesis Submitted to
Othman Yeop Abdullah Graduate School of Business,
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ABSTRACT

This study was conducted to identify factors that influence teacher's job satisfaction at Maktab Rendah Sains MARA (MRSM) Ulul Albab which comprises of 6 schools in Malaysia. MRSM Ulul Albab is a full boarding school under the leadership of Majlis Amanah Rakyat (MARA) that focuses on producing a professional expert with religious knowledge. This study uses quantitative techniques to examine the relationship and effect of job satisfaction, emotional intelligence, human capital development, work environment, incentive rewards and staff relation to job satisfaction.

Keyword: *job satisfaction, teachers, incentives and rewards*



ABSTRAK

Kajian ini dijalankan untuk mengenal pasti faktor-faktor yang mempengaruhi kepuasan kerja guru di di Maktab Rendah Sains MARA (MRSM) Ulul Albab yang terdiri daripada 6 buah sekolah di Malaysia. MRSM Ulul Albab adalah sekolah berasrama penuh di bawah kepimpinan Majlis Amanah Rakyat (MARA) yang memberi tumpuan kepada menghasilkan pakar profesional mengenai pengetahuan agama. Kajian ini menggunakan teknik kuantitatif untuk mengkaji hubungan dan kesan kepuasan kerja, kecerdasan emosi, pembangunan modal insan, persekitaran kerja, ganjaran insentif dan hubungan kakitangan dengan kepuasan kerja.

Kata kunci: *kepuasan kerja, guru, insentif dan ganjaran*



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In the name Allah the Most Gracious and The Most Merciful All praise and due are to Allah and peace and blessings be upon His Messenger

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CHAPTER 1

INTRODUCTION

1.1 Background of Study

The teaching profession cannot be regarded as a career that anyone can engage. To be a teacher, only those who possess the capability, expertise, credentials, adequacy, interests, dedication and intellect are qualified. Additionally, teachers also require the enormity and responsibility in confronting the obstacles of the globalization age. The job satisfaction of teachers is also related with the involvement of in decision-making, high authority in the workplace, working environment and progress in student achievement (Pearson & Moomaw, 2005; Ingersoll, 2001). Boost in teacher work gratification can drive them to continue their efforts to develop their teaching skills create better learning environments and increase the achievements of their students. Job satisfaction is a convoluted symptom with various related factors such as personal, social, cultural and economic, according to (Kumar, 2007). Various attitudes of a teacher to his work and the factors related to his work results in better teacher's job satisfaction.

Teacher job satisfaction is the teacher's feeling of enjoy or not about work based on the teacher's expectations with the rewards provided to them by the school. Teacher's

attitude in their work and teaching reflects their job satisfaction. If the teacher is content with the circumstances they are in, then they will do their teaching well (Suwar, 2008)

According to Hughes (2006), a teacher's acceptance and values of element that exist in a job such as evaluation, peer relations, responsibilities, and recognition. This study is conducted to identify the correlation between emotional intelligence, human capital development, work environment, incentives and rewards, staff relation among MARA teachers at Maktab Rendah Sains Mara (MRSM) Ulul Albab towards their job satisfaction. For readers information MRSM has 5 types of schools. Below is the type of MRSM offered:-

MRSM Premier

This program implements the MRSM Education System (SPMRSM). They will take PT3 (Form 3) and SPM (Form 5). Special Education Program is a program provided by MRSM Bitara which has been recognized to produce outstanding students through public examinations and active involvement in co-curriculum as well as one of the earliest colleges. MRSM Bitara is regarded as the most distinguished college among Malaysian schools, although other colleges still have the opportunity to compete. Most of the students selected for admission to MRSM Bitara are usually students who earn 8A or 9A in Lower Penilaian Menengah

Rendah (PMR) and 5A in Ujian Penilaian Sekolah Rendah (UPSR) as well as get excellent results in MRSM Admission Tests Test and active in co-curricular areas.

MRSM IGCSE

MARA The Way Forward transformation education challenges MRSM to create a global, brilliant and competitive student (GEC) in particular to help the country make the *Dasar Ekonomi Baru* (DEB) a reality. Therefore, MRSM aims to produce human capital that meets the needs of world-class employment. Thus, the program is introduced as a discourse to meet local and global needs by emphasizing the need of English as an international language. The program is a combination of the national curriculum and the International General Certificate of Secondary Education curriculum or better known as IGCSE. It is introduced to the existing MRSM education value-add system. Their intention is that MRSM students should learn and go beyond SPM. Furthermore, the IGCSE certificate is a high-profile and reputable exam qualification recognized in most universities internationally.

MRSM Ulul Albab

Ulul Albab program is an integration education program between existing educational programs (Pure Science) and religious programs including the Quran

tahfiz. MRSM Ulul Albab's education program will produce professional, technocrat, entrepreneurs and have the skills in the field of Quran-based and Al-Sunnah as the generation of Ulul Albab. In addition, MRSM Ulul Albab Program's education system covers the Quranic Studies (Hafazan), Arabic and other languages such as Mandarin and Japanese as well as core subjects as existing at MRSM.

Technical MRSM

In the 11th Malaysia Plan (MARA) workshop, one of the proposed initiatives is that MARA is taking steps to introduce technical subjects to MRSM. Accordingly, the MARA Secondary Education Division (BPM) provides a technical curriculum that is in line with quality secondary education programs to MRSM students.

MRSM IB MYP

SPMRSM MYP is the MRSM education system that offers the Mid Year Program provided by International Baccalaureate Education (IB education). SPMRSM MYP runs in a five-year school program. The Middle Years Program (MYP) provides a learning framework that encourages students to be creative, critical and

reflective thinking. MYP is flexible enough to accommodate the needs of foreign or local curricula.

The success of a country depends on a good educational policy to derive progress in human capital development. Malaysia is a country that cares about ensuring a good education system. Therefore, for a body responsible for empowering Bumiputera in particular, MARA is a pioneer in organizing the MRSM Ulul Albab program, which is in line with changes and current needs. The Ulul Albab MRSM program is an integration education program between the existing MRSM programs (Pure Science) and is combined with the tahfiz program. The program aims to produce holistic technocrats in all aspects including in the field of religion. The program has been launched in 2009 where MRSM Kota Putra has been chosen as the first center. Here are the key requirements for MRSM Ulul Albab admission: -

- 5A's in UPSR
- Ability to memorize the Koran
- Jawi skills
- Good Communication skills (Malay & English)

The scope of this study is limited to MARA teachers at Maktab Rendah Sains Mara (MRSM) 'Ulul Albab'. The objective of the MRSM Ulul Albab program is to generate

professionals, technocrats and entrepreneurs who are skilled in the field of Islam as well as very knowledgeable outside the Islamic field. :-

- MRSM, Gemenceh, Negeri Sembilan.
- MRSM, Kepala Batas, Pulau Pinang
- MRSM, Kota Putra, Besut, Terengganu
- MRSM, Sungai Besar, Selangor
- MRSM, Tun Mustapha, Tawau, Sabah

The questionnaire comprised of the nominal scale and Likert-scale to gather data. Divided into three section which is Section A focus on Demographic, Section B dependent variables (job satisfaction) and Section C for variables (emotional intelligence, human capital development, work environment, inniciatives and rewards and staff relation).

According to Herzberg's Theory, there are two factors that cause satisfaction and dissatisfaction, which is the motivator factor which is a job factor in relation to job satisfaction, which when satisfied gives rise to satisfaction but if not fulfilled will create dissatisfaction. The second is hygiene factor which is a job factor related to job dissatisfaction, which is a desire that when fulfilled will not increase motivation, but if not met will cause satisfaction. Motivational factors require intrinsic needs and external requirements to empower workers. Failure to meet these two factors affects employees so

as not to work effectively because they are not motivated. Teachers' satisfaction is an important thing in a school. One of the things that can improve teacher job satisfaction is the implementation of performance evaluations that are well managed and compatible with teacher work (Perillo, 2006).

In school, it is very crucial to have positive teacher that had job satisfaction. One of the things that can improve teacher job satisfaction is the implementation of performance evaluations that are well managed and compatible with teacher (Perillo, 2006). Being satisfied with work is a way for people to feel positive about working. In Malaysia, a study on job satisfaction was conducted by Lim (1995) which examines the satisfaction of teachers in terms of service period. The studies show that new teachers are not satisfied with the level of work particularly teachers who serve less than five years.

Other factors that determine the satisfaction of teachers are students, administration, teaching and learning sessions, colleagues, work environment, workloads, salaries and families. Job commitment and job satisfaction are also related as well as staff of the Kedah State Education Department (Nor Hartini, 2004). What influenced the level of job satisfaction in Perak are job situation, salary conditions, promotions opportunities, co-workers, and supervisory pattern, according to (Kamarudin, 1995). Promotion is an opportunity for individuals to achieve a better position and to strengthen individual status.

Promotion is also to show appreciation towards an employee and recognize the working efforts. Individuals will enhance a better job of seeking greater success when they are satisfied with what they earn (Abdul Rahman, 2007). At the same time, workers desire for a reasonable income to cover their lives (Ahmad Shukran, 2007).

This is because individual job satisfaction often responds directly to settlement problems. Psychological factors that are unhealthy among teachers need to be addressed such as negative attitude towards work in general, intimacy of peers, relationship between management and teachers, commitment and job satisfaction, autonomy in employment and learning and motivational opportunities.

The psychological factors discussed above mean directly to the mental state of consciousness constructed through experiences that have a strong influence on one's reaction to all objects and workplace situations or related (Allport, 1967). Some empirical studies have demonstrated that school administrators' policies and workplace atmosphere influence the commitment of teachers.

Even though some of them have not been an expert in administering the school, they have been promoted (Jamiliah & Norashimah, 2005). Therefore, it is not surprising that administrators experience various administrative problems including inefficient management, lack of management science and morality and lack of effective leaders in the process of administration (Ahmad Zabidi, 2005). School is a place where education,

conducts learning and teaching activities are brought together. Teachers as education implementers in schools communicate with students and have a significant role in the betterment of the quality of education. The quality of a country's education depends on the teacher as the implementer of a school. Teachers also play a role in providing teaching materials at the same time ensuring the professional ethics of a teacher (Maryadi, 2012).

Everyone gets satisfaction in different ways and on different levels. Generally, because job satisfaction has a very subjective understanding, it is extraordinarily difficult to explain accurately in every area of work. Satisfactions and dissatisfactions of work exist in all field of care including the field of teaching. Since the problem faced by many teachers, it will ultimately lead to the existence of a tendency to either quitting work or early retirement. The role and task of teachers are diverse and should always be aware of and understand all developments in the field of management and leadership of education.

The task and role of teachers are diverse and should always be aware of and understand all developments in the field of management and leadership of education. The significant change in school is that the increase of student enrollment in the classroom, disciplinary problems, and parental intervention in school programs has resulted in a lot of decisions to be made by principals and teachers creatively and practically (Mohd Anuar Abd Rahman, Azizi Yahya & Mohamed Yusope Hassan, 2004).

This situation also results in situations where teachers are faced with the differences of students in terms of socioeconomic and community norms, bureaucratic red tape, and the demands of administrators and parents who require theoretical strengths, professionalism and attitudes in all actions taken (Mohd Nor Jaafar, 2004).

The role of the task refers to the role played in the classroom as instructors, information distributors, values foster and student attitudes, stimulants and discipline of students while social role is related to relationships with parents and communities of interest with the school. This shows how heavy the responsibility and role are carried by a teacher.

Teachers' involvement in decision-making is a crucial issue at school level. Some teachers do not like to engage in the decision-making process as the scope of teacher engagement in the process is often problematic. Most teachers who are not motivated enough in their work often do not want to spend time attending school meetings.

Most non-motivated teachers often do not want to spend time attending school meetings. Teachers prefer teaching assignments rather than engaging and committed to decision making. This is said to be associated with the implementation of a very limited capacity-building process at the school level (Abdul Ghani Abdullah *et al.*, 2005). Some principals see this empowerment process as challenging their authority to lessen the support of teachers to do so.

On the other hand, some principals have given out too much decision and risk of responsibility to the teacher committee or are used by principals as a way of accepting risks. One of the most critical commitments in the role of teachers in school is their involvement in decision-making. It also has to do with the attitude of “conservatism” (the teacher doesn’t like the reform) and “individualism” (the situation and the method of work remain in the same situation) that still thickened among teachers (Somech & Bolger, 2002). Some teachers refuse to cooperate with the caller’s call and appeal to be committed in making decisions because of such attitude.

Teachers will be more motivated and committed to their duties and responsibilities in school when they have the potential to influence a decision (Locke & Schweiger, 2004). On the other hand, if a teacher who thinks he can contribute to the school but not given the chance to influence a management decision, he will not show a high commitment to his duties and responsibilities at school.

1.2 Problem Statement

MRSM is a high-performance school was established in 1972 with the primary objective of empowering Bumiputera in science and technology. Given that MRSM is a high-performance school of selected teachers, it is best to ensure that the objective of the establishment can be realized.

According to former MRSB principal, Dr. Roslan bin Johari states that no studies have been done on the job satisfaction of MRSB teachers. He also pointed out that such studies are very good at doing so as it will help management better understand the elements that are essential to ensuring that teachers can perform the best in delivering knowledge to the students. According to him, the performance of teachers is based on the results of the students. But there are also incentives from other MRSB principals to know about their teachers' job satisfaction through interviews and behaviors.

Thus, the field of education is seen as one of the most important aspects of playing a role in generating future generations to support and administer the country in terms of intellectual, emotional, spiritual and physical stability. This has been explained in the National Education Philosophy where the foundation of the starting point in the process begins from school and to realize this pure desire, all members of the school organization are a very important source of energy.

When education is seen as one of the critical success factors to realize Malaysia as a developed nation, the Kementerian Pelajaran Malaysia (KPM) is constantly improving the country's education system. The improvements that have been made include the implementation of the Education Development Master Plan (2006-2010) and the Malaysian Education Development Plan (2013-2025) aimed at improving the quality of Malaysian education in line with the need for global education to produce competitive human resources and has a high market value while successfully facing the 21st century

challenge. This is because the success of a country depends on the people's knowledge, skills and competence. Therefore, it is not impossible for a country with an excellent economy from its highly educated people as a result of the quality education system (Ministry of Education, 2012).

In general, as a key goal worker to meet organizational expectations against them at the same time it becomes a benchmark for the individual whether they meet the criteria required by the organization and this is called work of accomplishment (Eysenck, 1998; Maathis & Jackson, 2000; Bohlander, 2001). Job performance can be measured based on their level of satisfaction and productivity towards organization's contribution. However, employee performance is a common issue in every company which currently being one of the critical issues within the organization. Raising performance issue among employees can be very challenging to the employee and employer as performance management is not just a once-a-year evaluation. It is a continuous and positive collaboration between employee and employer. Having different perception on factor and solution to the problem results in management will bring conflict towards the issue.

Measuring employees' performances is a very important activity because the can measure the success in supporting the success of the organization's employees (Said, 2008). Employee Key Performance Indicator (KPI) are continuously adjusted in quarterly basis according to the current operation requirement to ensure the benchmark is valid timely. in various means that stimulate their intrinsic and/or extrinsic desires. Creating

and efficient rewards and incentive system from the combination of knowing which rewards are most effective for which employees and distributing those rewards properly is also a way a motivation can be expressed.

When meant by rewards, many thought it was money and recognition. It is also the same as that given by Suesi (2002) because with rewards it can improve the performance of an individual as it will feel more appreciated. However, to build fair and equal reward system is not easy. There in certain circumstances, some of the staff knows how to manipulate the KPI by choose doing easy cases (less risk) and divert high risk cases to other teammate. Those handle high risk cases tend to do mistake which lead low rewards receive while they actually doing more job. Due to that situation, employee's motivation will decrease which make job performance decreases as well.

Not only that, information gathered from the interviews with Head of Department, they can see the up and down in employee's performance graph. There is so many factors contribute to the situation, such as personal issue, relationship with supervisor, incentive and rewards, and others. As superior, they always want to see the employee's growth as the business expand. Based on Rizal (2010) they believe that a high-motivated worker is an advantage for the organization and helps organizations achieve every vision and mission. In addition, Azman (2009), the ability of a leader in providing support to staff through good communication, morale support (such as helpful feedback and open

discussions) will help motivate employees while they are doing the task. Employees will ensure they are in line with the organization when closely monitored by the organization.

Here we can see a variety of notions of work as a teacher. There are many problems that will happen if a teacher is not satisfied with their work. The achievement of a nation will be ravaged without excellent teachers. Management needs to ensure that every teacher is motivated and full-hearted in performing their duties. Job satisfaction also needs to be emphasized because when a teacher has job satisfaction at the same time it will impact them to give the best.

1.3 Research Question

The aimed of this research are to measure the factors affecting job satisfaction among MRSM Ulul Albab teachers.

The question that will be asked as below:

RQ1: Is there any relationship between emotional intelligence towards job satisfaction among teachers at MRSM Ulul Albab?

RQ2: Is there any relationship between human capital development towards job satisfaction among teachers at MRSM Ulul Albab?

RQ3: Is there any relationship between work environments towards job satisfaction among teachers at MRSM Ulul Albab?

RQ4: Is there any relationship between incentives and rewards towards job satisfaction among teachers at MRSM Ulul Albab?

RQ5: Is there any relationship between staff relation towards job satisfaction among teachers at MRSM Ulul Albab?

RQ6: Is there an effect of emotional intelligence, human capital development, work environment, incentives and rewards and staff relation on job satisfaction among teachers at MRSM Ulul Albab?

1.4 Research Objective

The following are the research objectives of this study

RO1: There is a relationship between emotional intelligence towards job satisfaction among teachers at MRSM Ulul Albab.

RO2: There is a relationship between human capital developments towards job satisfaction among teachers at MRSM Ulul Albab.

RO3: There is a relationship between work environments towards job satisfaction among teachers at MRSM Ulul Albab.

RO4: There is a relationship between incentives and rewards towards job satisfaction among teachers at MRSM Ulul Albab.

RO5: There is a relationship between staff relation towards job satisfaction among teachers at MRSM Ulul Albab.

RO6: There is an effect of emotional intelligence, human capital development, work environment and incentives and rewards, staff relation on job satisfaction among teachers at MRSM Ulul Albab.

1.5 Significance of Study

This research study would be able to give beneficial and added knowledge to the several related parties as followed:

1.5.1 Researchers

Throughout this study, the researcher will be able to analyze data and information regarding the relationship between job independent variable and dependent variable used in the study. It helps the researcher understand the situation more and improve the

knowledge especially towards the current job. Besides that, it can be used as literature for other researcher as a tool of reference to study the relationship between job satisfaction and factors affecting among teachers in MRSM. These studies could be benefits in the future as their future research reference and guidance which at the same time the researcher can adopt the questionnaire used in this study as their measurement for other study or research.

1.5.2 Organization

This study will give employers more information and knowledge regarding the perception of satisfaction of teachers towards the organization. By identifying the factors affecting job satisfaction, the study carried out will help organization understand the problem and situations as the sampling were taken from the internal audience. The results will be more reliable for reference and be the guideline to the organization in related matters. It is also will help the organization to choose and make the best decision towards the issue based on results obtained. Although this study does not cover the entire education ecosystem in MARA, it can be a starting point to begin studying the satisfaction of a teacher.

1.6 Scope of Study

This research studies the factors affecting job satisfaction among MARA teachers at MRSM Ulul Albab. It takes four months to complete this study. In the meantime, the

researchers have made sure a periodic report is prepared to ensure that all plans are working smoothly to complete this study. The questionnaires were being distributed in 5th July 2018.

1.7 Organization of Thesis

This thesis is divided into five parts. In the first part of the Introduction will tell the background of the study, the problem of why the researcher chose this title to study, the research question to be used, the research objectives, the significant of study, the scope of study and definition of terms. In the second part will tell about literature review, this can be meant by studying the relationship between dependent variables (DV) and Independent variables (IV) using previous studies that relate to research conducted by the researcher.

In the third part is discussed the methodology using to complete this study. Starting with the research framework, Hypothesis development, research design, instrumentation, sampling, data collection method, data analysis. In the fourth section is the result and discussion of the findings from the research conducted. The last part is conclusion and recommendation. This section will contain recapitalization of the study, relationship between Job satisfaction and all the factors involved in Emotional intelligence, Human capital development, work environment, incentives and rewards, and staff relation. Recommendation will also be provided by the researcher on the entire study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

In this chapter we will discuss the variables that will be discussed in this study. Secondary data is the main source of this chapter. Examples of secondary data are the comprehensive studies on published works from secondary data sources such as journals, newspaper books, reports and magazines. The literature review covers literature on factors that effects of job satisfaction emotional intelligence, human capital, work environment, incentives and rewards, and staff relation among teachers at MRSM Ulul Albab.

The main objectives of this research are to determine the relationship between five independent variables of job which are emotional intelligence, human capital development, work environment, incentives & rewards, and staff relation towards job satisfaction.

2.2 Job Satisfaction

In general, job satisfaction can be defined as an individual's impact (Arnold and Feldman, 1986). It may also mean that someone's attitude at work (Beck, 1983). Another

study also stated that job satisfaction is the relationship between the individual to the given task at the same time involving emotion and giving an implication on the attitude of completing the task (Sempene, Rieger & Roodt, 2002).

Job satisfaction at work is also reflected in the success and achievement of an individual at work. Generally, it is considered directly related to the productivity of a person at work. It can also be classified by doing a job you like and getting rewarded with the effort you have given. Individual happiness and excitement to their work can also be recognized by individuals who have earned job satisfaction in the organization. It will bring individuals to promotion, pay raise and recognition and will bring satisfaction to the individual (Kaliski, 2007).

Hoppock (1935) confirms job satisfaction is a combination of psychological, physiological and environmental conditions that lead to job satisfaction with employees. It is a major factor in job satisfaction. Vroom (1964) defines job satisfaction as a person's role at work. Thus, he expressed his satisfaction of work as an affective orientation on the individual's role in the role of work provided by the organization. One of the most commonly used definitions of job satisfaction is how one employee feels about the work that the organization provides. It also has to do with how far someone does not like their work. That's job satisfaction and job dissatisfaction can arise in any working situation.

It can be said that job satisfaction can be classified as a combination of the positive or negative feelings of an employee on the work they are doing in an organization. Meanwhile, if a worker is employed with a business-driven organization they need to have all the necessary aspects otherwise they will fail in a career. Job satisfaction is also located to the extent that an employee is demonstrating commitment to all assignments given. Job satisfaction also refers to a person's behavior in the organization (Davis, 1985). Job satisfaction is also the achievement and success of the worker. It can also be classified closely with one's productivity and personality. Job satisfaction can also be described in the work of giving full-heartedness and rewarding the effort that has been given. It is also the main ingredient that brings a person to recognition, pay rise, promotion and other elements that will be satisfied with the employees (Kaliski, 2007). Job satisfaction can also mean where an employee is satisfied with the rewards given when doing his job well and raising individual motivation (Statt, 2004). This term can also be regarded as one's feelings about their work. It will also have a positive impact on the individual if they show job satisfaction. Negative attitudes not benefiting workers at the same time will impact the organization (Armstrong, 2006).

Job satisfaction is the feeling and confidence that the occupation they are doing to an organization. The levels of satisfaction can be defined to two that is extreme satisfaction to extreme dissatisfaction. Individuals also need to recognize all aspects of their work as a whole. Workers also want to have an attitude to know the whole of their work as their kind, colleagues, supervisors and their salaries (George, 2008). Job

satisfaction is also a complicated understanding, because each individual has a different understanding. It can also be linked with motivation, but understanding is too subjective to be understood. Job Satisfaction is leading to attitude, deepness. For example, it can be linked to personal feelings, either quantitative or qualitative (Mullins, 2005).

Job satisfaction also defines the emotions that arise from the results of a person's perception of the work which enables it to fill the material and individual psychology requirements (Aziri, 2008). It is also one of the major factors related to the effectiveness of an organization against their employees. Some organizations also assume that every employee needs more attention to ensuring that they enjoy the satisfaction of working in the organization. It can also be defined if someone has a job satisfaction it shows that the organization has succeeded. In reality without job satisfaction towards employees many negative things can occur as lack of loyalty, increased abstention, increased number of accidents and so on.

According to Spector (1997) there are three types of job satisfaction. First, organizations need to be guided by noble values. It is oriented towards managing employees fairly and respectfully. Job satisfaction with employees can be measured with every employee having good emotional and mental attitude. Second, job satisfaction is measured by the behavior that affects the function and activity of an organization. It can be interpreted that having employees with positive behavior will help an organization to

continue to succeed. Third, job satisfaction can serve as a benchmark for an organization by evaluating employees on their job satisfaction in the organization.

Job satisfaction is the degree to which individuals feel positively or negatively about their jobs. Researchers define job satisfaction as an individual's positive and/or negative attitudes and feeling toward his/her profession (Sunal, Sunal, & Yasin, 2011; House, 1981). Job satisfaction refers to how well a job offers fulfilment of a need or want. Consequently, an individual's job satisfaction affects his/her productivity in the workplace. Thus, the importance of employee job satisfaction has been prominent topics among managers and supervisors of profit and non-profit organizations.

2.3 Emotional Intelligence

Emotional intelligence means as one's ability to manage and identify both emotions and others. Specifically, it includes three skills: - First is emotional awareness, both the ability of a person to use emotion and apply to the task that can solve the problem and the third is the ability to manage and keep emotions such as controlling their own emotions and others. Emotional intelligence is a very important skill in leadership. It is said to have five main elements such as - self-awareness, self-regulation, motivation, empathy, and social skills.

Emotional intelligence can be defined as' the ability to monitor one's emotions and emotions as well as others, it can also be defined by someone who uses emotional

information to help one's actions and thoughts (Salovey & Mayer, 1990). They also gives an early empirical example of how an aspect of emotional intelligence can be measured as a mental ability. In the article they write they state emotional intelligence in presenting a way to unify the relationship between cognition and influence. Refers to another 'emotion' study and intelligence is something very different (Llyod, 1979).

But there is a theory that suggests that one's emotions need to have a cognitive process to adapt to ensuring that individuals can think rationally about their emotions. There are two areas of psychology that have been made forty years ago involving emotional intelligence. The first is the influence and cognition that highlights how the emotional and cognitive processes relate to improving the power of thought (Bower, 1981). Emotions that are meant for happiness, anger, fear will have an impact on someone's decision (Forgas, 1989). The second is that evolution in the intelligence model itself.

2.3.1 The Relationship between Emotional Intelligence and Job Satisfaction

The meaning of Emotional Intelligence (EQ) is to refer to one's ability to express and recognize emotions. It also refers to how to control the emotions of oneself and others (Mayer, 1997).

When studying organizational behavior in the past, emotions and EQ were not given serious attention, especially on their possible contribution towards productivity and

creativity. Attempts in investigating the effects of EQ on work attitude and behavior such as job satisfaction and job commitment was also severely limited. However, the interest among researchers has drastically increased after the publication of the best seller book on EQ (Goleman, 1995). The book describes that EQ consists of four components which are self-awareness, self-management, social awareness and social management, (Goleman, 1995, 1998).

EQ is equivalent to intelligence quotient (IQ) as EQ is the true measure of human intelligence. The qualities that are looked into are much more important than IQ for example, understanding one's emotion, recognizing and empathizing with others' emotions.

To do a person's profiling, recruitment, planning and selection, there are several aspects that can have an impact on the task. It is a technique of assessing the nature of the employee, the management technique, the individual potential and the skills it possesses (Olivier, 2009). Allowing people to understand themselves better and manage their emotion are major advantages of emotional intelligence. It can also be an aid to one's understanding of their conduct as well as their relationship with others (Goleman, 1995; Mayer & Salovey, 1993). Psychological studies have shown that understanding and controlling emotions play significant role in working life (Oriole & Cooper, 1997).

Emotional intelligence has a correlation to the job satisfaction of a worker in the organization because it has been mentioned in some previous studies. According to Daus and Ahknasy (2005) emotional intelligence is an essential element of ensuring that every employee in an organization gets job satisfaction at the same time can put pressure on the workplace. Empirical evidence shows that certain components of EI influence or predict job satisfaction (Platsidou & Agaliotis, 2008). Furthermore, it is proposed that EI have a protective effect on job stress (Mikolajczak, Menil & Luminet, 2007). Although the relationship between EI, and job satisfaction has been studied in some professions, less research has been done in the medical profession (McQueen, 2004). Research now aims to investigate the role of EI's satisfaction and job satisfaction in predicting combustion among health workers.

2.4 Human Capital Development

There are several factors that will affect the level of productivity and income of an individual and can be measured by the skills, education, ability and nature of labor and it is called human capital. This is used to produce services, goods or ideas to bring to market. Human capital is the most important criterion for determining the direction of an organization. Every organization needs to make sure to develop an environment that helps to develop human capital within the organization. This means that one can learn to acquire skills, competencies, behaviors and attitudes that can help the organization gain a sense of belonging. But such a thing cannot easily be harnessed, it will involve a

continuous program and will involve the use of high money and time to ensure every employee is able to do the work that has been well-groomed.

Human capital development in the market is filled with competition to ensure that organizations are always competitive. It must have the advantage in many aspects. One of the most important aspects is that employees of each organization must have a strategy to develop the capabilities of their employees. This is to ensure they can compete in the market. The organization assists every employee in the best practice program and not just to achieve the objectives of an organization at the same time to ensure that the organization continues to grow. Each worker must have the appropriate competence in the field of work. Therefore, every organization will ensure that they continue to work with skilled manpower to ensure that all the objectives that have been planned can be realized. He also spelled out one way for the organization to get cost effective. It is also known to boost the morale of every employee as they can best serve their organization.

Most organizations think Human capital development is a step towards the organization to move forward and improve organizational performance. It will be an effort to every organization to achieve its objectives by providing cost-effective to the organization. Every organization needs to understand that Human capital development can increase work authority and improve the performance of all employees. There are many notions of human capital development have a positive impact on the performance

of an organization, but its validity has not yet been tested for lack of research on this topic.

Human capital development can be called an important element to improve the capabilities of an organization and staff at the same time can increase productivity and also sustain competitive advantages. To continue to compete in the marketplace, an organization desperately needs a systematic planning plan for their employees and it is the most important instinct to improve productivity. Human capital can also be referred to as a process involving training, education as well as any professional approach in enhancing knowledge, skills, abilities and assigning value to a worker who will impact on job satisfaction and performance, and at the same time impact which is positive to the organization. Previous researcher (Rastogi, 2000) described that human capital development to an organization, especially to provide continuous improvement to individuals within the organization at the same time. It can be classified as individual skills, knowledge and abilities. Hence it can be defined as the skills, knowledge and competence to the nature of the individual to enable them to achieve their own objectives. With the fast turnaround time it is important for every organization to make improvements to all staff. Further, teachers in rural areas may have less access to training and continuing education services than teachers in urban areas have (Mollenkopt, 2009; Pennington, Horn, & Berrong, 2009)

2.4.1 The Relationship between Human Capital and Job Satisfaction

Human capital development is a key element in improving an organization's assets and employees in order to increase job satisfaction of her workforce as well as sustain competitive advantage (Akintayo, 2011). When an employee is given the opportunity to acquire knowledge for the work that has been given, at the same time it will give the individual the job satisfaction. Because workers who feel they are capable of doing the work they give, they will feel more confident in doing their job and the same time will get job satisfaction.

2.5 Work Environment

Work environment can be defined as a workspace for an employee who can also be expressed the social and professional environment that is used to communicate with each other. It can be said as an environment where an individual in the organization can demonstrate the ability of work and performance. At the same time it encompasses the individual characteristics, characteristics of an individual's employment with the organization culture (Briner, 2000). It also refers to the relationship between an individual who works with their employer who impacts on the work environment including technical, human and organizational concerns.

Work environment is one of the common topics discussed by an organization because it is believed to affect job satisfaction in the workplace. There are many factors

that relate to the organization to work environment. With a good environment it can help to increase employee productivity that can have an immediate impact on employee satisfaction. Two elements are involved in creating an environment that is culture and climate. In terms of culture it can be meant as trust, norms, assumptions and even values that can help employees improve their performance and ensure that organizational objectives are achieved successfully.

Among the aspects that play an important role is the working environment. It is believed to have the greatest impact on the performance and behaviour of an employee (Chandrasekar, 2011). In the world of work each individual will spend more than half of their lives in a closed environment that can affect one's mental performance and performance (Dorgan, 1994). Having a good working environment can result in an increase in productivity. With a good environment, workers will work better and at the same time will increase the productivity of an organization. At the same time, organizations that have a good working environment will help reduce the number of absences and hence the performance of one employee will increase (Boles, 2004).

2.5.1 The Relationship between Work Environment and Job Satisfaction

In order to ensure that individuals meet their job satisfaction, the workplace environment is a factor that can affect. Chandrasekar (2011) also states that each employee can have both positive and negative impact because it is based on an

organization's workplace environment. Several factors of the working environment may change, following changes to some aspects such as the environment and changes in the work processes of the organization (Hasun & Makhbulk, 2005). From environmental factors can also increase one's job satisfaction with the organization. Research needs to be done to ensure that this can be achieved (Boles, 2004). Because of the good work environment employees work physically and emotionally will be eager to work together to improve their performance.

In addition, it also states that by having an environmentally sound work space it reduces absenteeism and will be job satisfaction to every employee. Burri & halande (1991) also states that providing a conducive and strategic work space will have a positive effect on the workers. In addition, some studies recognize that the work space will have a positive and negative impact on the performance of an organization's staff. A good working space will also affect a staff member to continue to be committed to all the work they have been given to them. This is because highly motivated staff will do the best work possible for the organization while non-motivated staff will cause their work to be of poor quality at the same time can cause the organization to lose. Workplace environment will also increase morale, productivity and engagement to staff while working.

Poor design workstations, lack of ventilation, excessive noise and insufficient safety are some of the examples of it and people who working in such environment are

easily affected to occupational disease and it gives impact on employees' performance. Therefore, the satisfaction will decreased and how extent they engage with the organization influences the level of how they can retain in company, and produce better job productivity.

Besides, Pech and Slade (2006) argued that the employee disengagement increased drastically and it is needed to take an action at workplace in order to make a positive influence over the workforce. They stated that it is needed to focus on the symptoms of disengagement like distraction, poor decisions and high absence rather than the root causes. The working environment is just a key root affect employees' engagement or disengagement. Meanwhile, Roelofsen (2002) stated that by improving the working environment can reduces absenteeism and increasing satisfaction indirectly.

2.6 Incentives and Rewards

Giving good system incentives to employees will increase their motivation while serving the organization as it will reduce the employee's interest in finding new jobs (Wanous, 1974; Shi, 1991). It is also considered an incentive to the organization because what is given to the employees at the same time is believed to attract high-performing employees and also maintain the position of workers within the organization. Employee satisfaction that will impact the behavior of an employee. In the perspective of human capital development, organizations that take steps to safeguard all employees need will

increase the motivation of every employee and will help the organization to continue to succeed.

Today many organizations are pushing to incentivize all their staff to raise their spirits and reward their employees. Within two decades this approach is very popular with organizations around the world. Incentive grants are also very important to identify the entire work that is given to employees and it will give a good decision to the organization. Job satisfaction to employees with incentives is very important as it is a major cause for the organization to achieve their objectives and to increase the motivation of every employee.

Incentive pay also as token of appreciation towards the workers to appreciate their hard work and scarification to make their organization well develop and established as stated in finding of the study. Every employee of the organization states that all the incentives that have been provided are from the good service they have given to the organization. Incentives also indicate the competence of each worker with the service that they provide in accordance with the nature of their work. It has the potential to demonstrate the work behaviors and attitudes of each employee and at the same time increase the organizational productivity.

Rewarding individuals and teams based on performance is something that most organizations have been practicing. Individuals who often inspire productivity of an

organization are one of the best ways to return to the organization. An organization's habits have a system to identify that employees need to be rewarded in practice because the management is difficult to determine (Armstrong, 2005). Most previous studies of the rewards given to the employees have different meanings.

This aspect are very effective and humanity towards all the staff in organization. Effective means that employees will that they are justified to get rewards because they work hard to help organization to meets their objectives. Humanity aspects can be defined as how the employees feel that their organization is interested towards them. The rewarding of the humanity aspect is more important in order to generate job satisfaction feeling whereas the rewarding effectiveness-aspect affects employees' performance in different way. Hence incentives have different effect on performance and job satisfaction, like it was posited.

Most organizations show an interest in high performance employees and at the same time become an asset to the organization, because with having such employees in the organization it can benefit the organization and also bring good culture (Podsakoff, 2007; Singh & Loncar, 2010). In a nutshell, both the appropriate and intensive payments are the main factor in organizing an organization and many studies have confirmed this (Jayasinggam & Young, 2013). Humans often feel they are much appreciated when rewarded for their work. It has been discussed that intensive money-making is a major

factor in causing employees to feel valued. Thus, the pay satisfaction is said to have crucial effect on the job involvement as it works as a motive (Currall, 2005).

The remuneration is not only in the form of money, it can also be considered as a spiritual incentive such as good working condition, a good working atmosphere, training and promotion opportunities (Tropman, 2002). Liu (2004) divides the remuneration into four divisions, both inside and outside, salary welfare, career and environment. While Giancola (2009) estimate it is divided into five: remuneration, welfare, work life balance, performance / appreciated and development or career opportunity. In, fact, pay rewards is so much good interactive system of return on investment, it is always highlight the win-win thought of coordinating and maximizing the interest of business and individual. Each organization has a different system of remuneration, but the major rewards are not money-only (Zinghemini & Schuster, 2006). It's a comprehensive unified program that consist all part of rewards (Amstrong & Stephen, 2005). Pay rewards make chance for employee to get the knowledge and learn new things which can promote them to another level (Ludlow & Farrel, 2010).

In order to create better employees performance through employees engagement, good incentives and rewards was given to enhance their job performance and productivity with the respective organization (Zinghemini & Schuster, 2006). The same situation applied in numerous organizations to create better employees performance through employees engagement. In another side, the pay reward acts as token of appreciation of

their effort towards the organization. Compared to other professions such as computer programmers, nurses, and public accounting professionals, the teaching profession is a relatively low-paying. More than 30% of new teachers left the profession within five years due to low salaries (Daling- Hammond, 2013). The low level of salaries was related to their job dissatisfaction (Liu, 2007; Loeb *et al.*, 2005; Ingersoll, 2006). Low-pay had negatively influenced on teachers' decision to leave or stay in teaching (Borman & Dowling, 2008; Donaldson & Johnson, 2010). As teacher's satisfaction with their salary increase, their intention to leave the teaching profession may decrease.

2.6.1 The Relationship between Incentive and Rewards and Job Satisfaction

Incentives are among the policies an organization for awarding employees is one of the key objectives especially to employees who achieve Key Performance Indicator (KPI) against their work (Wang & Barney, 2007). Referring to Amstrong (2010), the performance of a worker depends on the outcome, accomplishment of work associated with strategic goals of the organization as well as contributing to the organization. He also states that performance needs to be managed by having a systematic system to improve organizational and individual performance where individual performance depends on both financial and non-financial incentives. In addition, Lawler (2003) also mentions the cause of success and sustainability of an organization by rewarding employees in various forms. For example by having a good system of reward will determine the commitment and attitude of a worker.

Lots of major factor affecting employees' commitment and satisfaction based on how employee been engaged, studied by Dixit & Bhati (2012). Therefore, if organization what to achieve an objectivity of an organization, they need to research what will help them to give their best performance and reward them (Mueller, 2012). It also needs to reward a good one as a way to improve their performance (Al-nsour *et al*, 2012). Monetary and non-monetary remuneration will affect the organizational variables:

According to Schiller (1996) who has been referring to the commission and the quality of work when employees are performing well and achieving organizational objectives need to be rewarded. By providing incentives to employees it can help indirectly to sustain their performance to ensure they are eligible for rewards (Griffin, 2002). Incentives are also divided into two financial incentives as well as financial incentives (Luthans, 1998). The use of financial incentives is to sustain them and provide incentives as they have shown good performance to the organization. These financial incentives can be shaped like basic salary increases, retirement plans, compensation, profit sharing and others (Pattanayak *et al*, 2005). This is because such incentives are considered to provide job satisfaction to employees in the organization (Ubeku, 1975, Alaba & Owodunni, 2007). Factors such as salary, student-teacher relationships, work pressure, cultural difference among people, distance from community, and administrative support are strongly related to the degree of teachers' job satisfaction (Tickle *et al.*, 2011; Tillman & Tillman, 2008; Watson, 2006). These factors play a significant role in influencing teacher performance as well as the quality of teaching. Thus, it is important to

examine how these factors are associated with increasing or decreasing the levels of teachers' job satisfaction in schools.

On the other hands, non-monetary incentives are means to reward employees for job performance through opportunities as been stated by Kepner (2001). It can be derived from enabling authority, award, promotion, better working performance, promotion holidays (Ellis, 2004).

2.7 Staff Relation

At present every individual needs a relationship with other colleagues in their organization. At the same time he can assist them in completing their affairs. But every staff relation in the organization has a positive or negative element. It depends on how an individual in the organization manages their relationship with other friends. An employee may have contact with anyone in the organization. But when they work with the department of each individual will be more closely together with friends in the same part, the meaning of those who work closely. Usually these relationships are very healthy and less conflict will occur because they know it will affect their performance in the organization. Each group of individuals spend more time talking about the organization from all aspects and at the same time benefiting individuals and organizations. Every employee needs a team to succeed no one will work alone. The support and guidance

from individual groups on the lookout can extend brilliant ideas and help organizations advance.

To mobilize an organization is important for the organization to safeguard the aspect of staff relation as it will have a competitive impact in the global business environment. Ensuring that the organization maintains relationships with all parties is crucial to protecting the organization's integrity (Armstrong, 2006). The relationship between all staff is a recipe for success for every organization. Amongst the crucial factors in organizational growth that is a marketplace of talent is that every employee has productivity, commitment and loyalty. To nurture and achieve the relationships that are within the organization, each organization needs to provide a good and orderly program that needs to be provided. Among the key aspects that will drive a successful organization today is to maintain the relationship between employers and employees (George & Jones, 2008). The purpose of the relationship that needs to be applied is that involves formal and informal relationships between top management and ordinary workers (Rue & Byars, 2003). An organization has policies that are aligned with the values of the organization that are interpreted to the rules, philosophy and organizational procedures.

2.7.1 The Relationship between Staff Relation and Job Satisfaction

The relationship between the employer and employees in any organization is a determinant of any organizational performance. Good employer-employee relations are directly related to job satisfaction (Armstrong, 2006). Performance appraisals conducted by organizations against their employees enhance job satisfaction among workers. Timely feedback provided to employees by their employer helps workers to identify their weaknesses and improve their skills to perform in a better way. Disciplinary procedures adopted by organizations determine how organizations recognize and respond to employee disciplinary issues in the organizational context. Transparency and effective communication in disciplinary matters will enhance the relations between the employer and the employees (Garrido, Rez & Ant, 2005). There are several approaches that can be used to manage conflict within an organization so that it can improve job satisfaction within the organization such as training, improving the relationship between employees in the organization and providing good facilities. Work unions also need to be created and every worker needs to be involved in ensuring that all their rights within the organization are kept and that the same will foster a sense of cooperation between workers within the organization. Employees involved in this union tend to take care of their rights and have the right to speak up against employers to ensure good governance (Sweeney & McFarlin, 2005).

Empirical research has widely been conducted in relation to employee relations and job satisfaction. Zhang, Lam and Baum (2001) on how job satisfaction and their associated demographic characteristics relate in Asian Pacific found that 16266 employees who work in more than 800 institutions, their happiness at work was influenced by the demographic characteristics. The outcome indicated that salary levels affected the level of job satisfaction to a lesser extent. When the researchers investigated the position of the employee in the company, they found a great link with satisfaction with the job and come to conclusion that, ranks in jobs boosted happiness greatly as opposed to high salaries (incentives and reward). He further explained the relationship and indicated that ranks in jobs affect the feelings of employees towards their official achievements.

According to Oshagbemi (2000) on correlation of pay and satisfaction in higher education, he established that university professors with high income levels compared to other jobs in different industries have lower satisfaction since they assume that PhD holder who works in other industries is better remunerated than them. Such comparisons affect job satisfaction due to injustice feelings. Niklas and Dormann (2005) study on the effect on job satisfaction established that an salary of an employee do not directly influence job satisfaction but it's inform of other factor. Gazioglu and Tansel (2006) on job satisfaction in Britain established that job satisfaction declined with higher levels of education. The study found out that education negatively affects job satisfaction since employee expect higher pay when highly educated hence leading to dissatisfaction.

Musyoki (2012) study on the relationship between job satisfaction and rewards at the Kenyan NCPB found out that, the salary levels is a secondary variable which can't stand by itself and has be limited influence when the quality of work is not satisfactory.

Mande (2012) on studied on job satisfaction and psychological contract of high school teachers in Kenya found that rise in salary only influences low level income jobs and not the ones of high level and under some circumstances raise negatively effects job satisfaction.

2.8 Summary

Job satisfaction is very important to ensure the success of an organization. It can be seen in various aspects that can affect the satisfaction of work by workers in the workplace. Based on previous studies, there are several factors that can be found in working authority. But every factor studied by the previous researcher may only apply to the situation brought by the researcher. Among the factors identified can contribute to job satisfaction is such as emotional intelligence, human capital development, work environment, incentives and rewards, and staff relation.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explains the techniques and methods used to get the data that influence the job satisfaction of a teacher at MRSM Ulul Albab. There are several important factors in the research procedure including the validity of research data, reliability and ethics for researchers to obtain desired insights. This section will also provide a comprehensive overview of the research methodology, design and how the research will be conducted. This section also contains sections such as research frameworks, hypothesis development, research design, data collection techniques and data methods, questionnaire designs, populations and sample designs.

3.2 Research Framework

The following framework represents the research framework of this study which shows the relationship between the dependent variable and independent variables: -

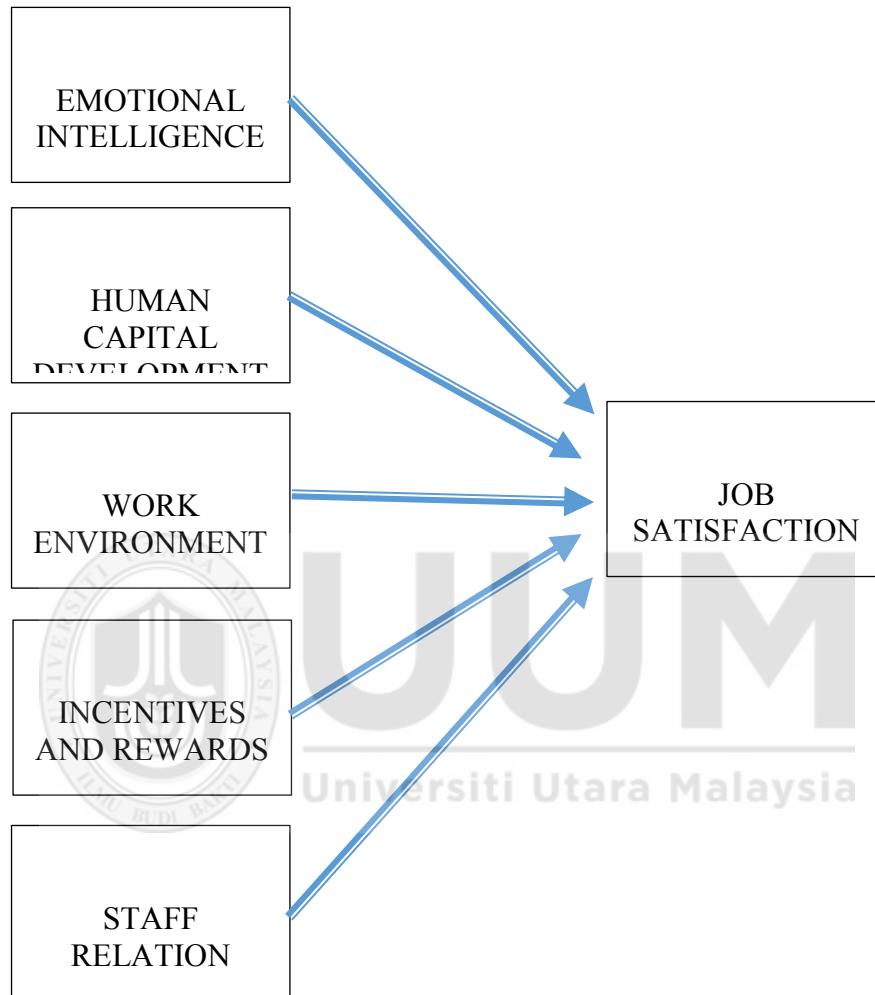


Figure 1: *Research Framework*

3.3 Hypothesis Development

The research framework expects the factor contribute to job satisfaction in the organization. There are five factors namely emotional intelligence, human capital development, work environment, incentives and rewards, and staff relation. Based on the research framework, the researcher had provided hypothesis to evaluate the findings.

H1: There is a relationship between emotional intelligence and job satisfaction among teachers in MRSM Ulul Albab.

H2: There is a relationship between human capital development and job satisfaction among teachers in MRSM Ulul Albab.

H3: There is a relationship between work environment and job satisfaction among teachers in MRSM Ulul Albab.

H4: There is a relationship between incentives and rewards and job satisfaction among teachers in MRSM Ulul Albab.

H5: There is relationship between staff relation and job satisfaction among teachers in MRSM Ulul Albab.

H6: There is an effect of emotional intelligence, human capital development, work environment, incentive and rewards and staff relation on job satisfaction among teachers at MRSM Ulul Albab.

3.4 Research Design

As shown in the table below, the research approach employed in this study is the quantitative approach whereby the primary data are collected using the survey and cross sectional method. The unit of analysis of this study is the individuals.

Table 3.1: *Research Design*

Items	Design Employed
Approach	Quantitative
Unit of Analysis	Individual
Time Horizon	Cross Sectional

According to Sekaran and Bougie (2013), unit of analysis refers to the level of aggregation of the data collected during the subsequent data analysis stage. In this study the unit of analysis is individuals. The time horizon of this study is cross-sectional studies whereby the study can be undertaken in which data are collected just once.

3.5 Measurement of Variables / Instrumentation

The instrument used to gather primary data from the teachers of MRSM Ulul Albab is a closed ended questionnaire. The questionnaire items were based from previous studies.

3.5.1 Research Items

The variables, number of items and source of items is shown in the table below.

Table 3.2: *Sources of Questionnaire Items*

Variable	No of Questions	Source
Job Satisfaction	8	Terry, 2016
Emotional Intelligence	11	Hulya, 2012
Human Development	6	Jackie, 2010
Work Environment	6	Anna, 2010
Incentives & Reward	11	Mary, 2012
Staff Relation	7	Jackie, 2010

3.5.2 Measurement Scale

The measurement scales adapted into this study are both nominal scale and ordinal scale. Nominal scale is the simplest way to arrange or collect data where observations are classified into discrete groups. For instance, demographic information which is measured by nominal scale includes gender, year of birth, marital status,

dependent, occupation, average hours spend in office, years of experience, whether it is first job or no and the device which the individual have access to.

The ordinal scale were evaluated using the Likert Scale varying from 1 to 5 (1=Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree and 5= Strongly agree). The Likert scale widely used to seek for respondent's agreement, evaluation or frequency. Below table shows the summary of scale used in the questionnaire: -

Table 3.3: *Measurement Scale*

Variable	No	Source	Type of Scale
Job Satisfaction	8	Terry, 2016	5 point scale
Emotional Intelligence	11	Hulya, 2012	5 point scale
Human Capital Development	6	Jackie, 2010	5 point scale
Work Environment	6	Anna, 2010	5 point scale
Incentives and Reward	11	Mary, 2012	5 point scale
Staff Relation	7	Jackie, 2010	5 point scale

3.5.3 Research Questions

We have adopted questionnaire survey in this research as this is the common method used in quantitative research. The questionnaire survey consists of three main sections (see Appendix A): Demographic question (Section A), job satisfaction which is the dependent variable (Section B) and evaluating variables which affects job satisfaction among teachers in MRSU Ulul Albab (Section C). The measurement of the dependent and independent variables are measured as below:-

Section A consists of questions that provide information about the profile of the respondents. The questionnaire of this section includes demographic information's such as gender, age, marital status, salary and year of services.

Section B is to explore employees' job satisfaction in MRSM Ulul Albab. Below are the questionnaires which relate to job satisfaction:

Table 3.4: *Questionnaire items on Dependent Variable*

No	Job Satisfaction	Scale				
1	My job makes good use of my skills and abilities	1	2	3	4	5
2	I am Satisfied with the involvement in decision making	1	2	3	4	5
3	I am rewarded for the quality of my efforts	1	2	3	4	5
4	I feel encouraged to come up with new and better ways of doing things	1	2	3	4	5
5	I have tools and resources to do my job well	1	2	3	4	5
6	My work gives me a feeling of personal accomplishment	1	2	3	4	5
7	I am satisfied with my job	1	2	3	4	5
8	I am satisfied with the opportunity to get a better job in this company	1	2	3	4	5

Section C of the questionnaire was to evaluate variables which influence job satisfaction in MRSM Ulul Albab. The variables are emotional intelligence, human capital development, work environment, rewards and staff relation.

Table 3.5: *Questionnaire Items on Independent Variables*

No	Emotional Intelligence	Scale				
1	I have a good sense of why I have certain feelings most of the time	1	2	3	4	5
2	I have good understanding of my own emotions.	1	2	3	4	5
3	I am sensitive to the feelings and emotions of others	1	2	3	4	5
4	I have good understanding of the emotions of people around me	1	2	3	4	5
5	I always set goals for myself and then try my best to achieve them	1	2	3	4	5
6	I am a self-motivated person	1	2	3	4	5
7	I am able to control my temper and handle difficulties rationally	1	2	3	4	5
8	I can always calm down quickly when I am very angry	1	2	3	4	5
9	I have good control of my own emotions	1	2	3	4	5
10	I am able to considerate and think from the point of view of others	1	2	3	4	5
11	I am able to hide my actual feelings when acting and speaking with people	1	2	3	4	5
No	Human Capital	Scale				
1	I have sufficient opportunity to develop in my work	1	2	3	4	5
2	The variation in my work is satisfactory	1	2	3	4	5
3	My work is mentally stimulating	1	2	3	4	5
4	I experience frustration in my work due to limited resources	1	2	3	4	5
5	I find my work routine non-stimulating	1	2	3	4	5
6	Too much is expected from me at work	1	2	3	4	5
No	Work Environment	Scale				
1	I am satisfied with the safety in the work place	1	2	3	4	5
2	I am satisfied with the support equipment used to help respondents work	1	2	3	4	5
3	I am satisfied with lightning and cleanliness of working place	1	2	3	4	5
4	I am satisfied with the concerning occupational health care	1	2	3	4	5
5	I am satisfied with training and re-training at work place	1	2	3	4	5
6	I am satisfied concerning discussions with supervisor on ways to improve work place environment	1	2	3	4	5
No	Initiatives And Reward	Scale				
1	The rewards received from employer are commensurate to work hence job satisfaction	1	2	3	4	5

2	The organizations pay is at par with other equivalent players in the market	1	2	3	4	5
3	There is fairness and equity in the organizations compensation practices	1	2	3	4	5
4	The promotion policy of organization is fair and equitable	1	2	3	4	5
5	I am satisfied with the rewards offered by organization	1	2	3	4	5
6	Commitment to employer is as a result of the appreciation demonstrated through the benefits received	1	2	3	4	5
7	I am satisfied with the rewards offered by the employer are comparable with what the market offers	1	2	3	4	5
8	The incentive plans offered by my employer are adequate	1	2	3	4	5
9	The retirement benefit scheme offered by the employer is satisfactory	1	2	3	4	5
10	The medical scheme offered by the employer is comparable to what is in the market	1	2	3	4	5
11	The employer embraces new compensation trends in the market	1	2	3	4	5
No	Staff Relation	Scale				
1	I have a good working relationship with my colleagues	1	2	3	4	5
2	There is an atmosphere of co-operation between staff & management	1	2	3	4	5
3	There is a clear channel of communication at my workplace	1	2	3	4	5
4	My manager is concerned about my well being	1	2	3	4	5
5	Management does involve staff in decision making	1	2	3	4	5
6	I can depend on my colleagues for support	1	2	3	4	5
7	I am happy with the management style in my department	1	2	3	4	5

3.5.4 Pilot Test

Table 3.6: *Pilot Test*

Questionnaire	Cronbach's Alpha	Number of Items
Job Satisfaction	.866	8
Emotional Intelligence	.716	11
Human Capital Development	.541	6
Work Environment	.892	6
Incentives and rewards	.919	11
Staff Relation	.840	7

In this study, 30 respondents were used in the pilot study. As seen in Table 3.6, all factors showed the result acceptable. The result are between 0.541 to 0.919 where Cronbach Alpha statistic for Job Satisfaction is 0.866, Emotional Intelligence is 0.716, Human Capital Development is 0.541, Work environment is .892, Incentives and Reward is 0.919 and Staff Relations is 0.840. The items are considered valid for actual data collection as the Cronbach Alpha is greater than 5. There are many debates among researcher on what the appropriate cut-off points are for reliability. Based on Perry *et al.*, (2004), between 0.50 to 0.70 is regarded as moderate reliability.

3.6 Population

Population refers to the entire group of people of interest under investigation (Sekaran & Bougie, 2013). The population of this study are the teachers in MRSM Ulul Albab. As shown in the table below the total numbers of teachers at MRSM Ulul Albab is 381 teachers.

Table 3.7: *Teachers Population at MRSM Ulul Albab*

NO.	MRSM	POPULATION
1.	MRSM, Gemenceh, Negeri Sembilan	74
2.	MRSM, Kepala Batas, Pulau Pinang	68
3.	MRSM, Kota Putra, Kelantan	87
4.	MRSM, Sungai Besar, Selangor	72
5.	MRSM, Tun Mustapha, Sabah	80
TOTAL		381

3.7 Sample Size

The sample size of this study is the population of MARA teachers in MRSM Ulul Albab. In determining the sample size in descriptive surveys, it is sufficient to obtain to follow guide from Krejcie and Morgan (1970) as shown at table 3.12 below:-

Table 3.8: *Krejcie and Morgan Sample Size Table*

Population (N)	Sample (n)	Population (N)	Sample (n)	Population (N)	Sample (n)
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381

200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Overall, the total number of teachers at MRSM Ulul albab is 381. Referring to Krejcie and Morgan (1970) minimum correspondents for the purpose of this study is as many as 191 people. This is to ensure that this study is successful in getting the desired result.

3.8 Sampling Method

In this study, the approach used to distribute the questionnaire is the non-probability sampling, specifically the convenience sampling. This is because the determination of who will end up in the sample is determined by the chance that the sample will truly represent the population is great. According to Salkind (2003), this technique allows each member of the population to have an equal and independent chance of being selected as part of the sample. Here, the selection of participants is determined by chance. It is equal because there is no bias that one person will be chosen rather than another and independent because the choice of one person does not bias the researcher for or against the choice of another (Salkind, 2003).

3.9 Data Collection Method

The questionnaire was distributed to the selected respondents that are relevant for this study using google forms because most of the teachers are located at different parts

of Malaysia. The questionnaire was sent to the targeted MRSM Ulul Albab teachers using the Whatsapp application with a link to the questionnaire.

3.10 Data Analysis

Statistical Package for Social Science Software (SPSS) version 21.0 was used to analyze data after the entire questionnaires had been collected from the respondents. The data were analyzed using descriptive and inferential statistics, whereby mean, median, mode, percentage, and frequencies and supported by illustration of tables and graphs were listed.

Table 3.9: *Type of Data Analysis*

Item	Type of Data Analysis
Reliability Analysis	Cronbach Alpha
Respondent Background Variables	Descriptive Analysis - Frequency and Percentage
H1 – H5	Descriptive Analysis - Mean & Standard Deviation
H6	Correlation
	Regression

3.10.1 Reliability Analysis

Reliability analysis can refer to that each scale needs to be consistent to reflect the construction of the measure. Only certain times and situations can be used. Referring to (Kline, 1999) the alpha value that can be used in reliability analysis is 0.7 in case of capability testing and in reliability analysis is 0.8 in case of intelligence test.

3.10.2 Descriptive Analysis

To facilitate understanding and interpreting, restructuring, ordering, and manipulating data to produce descriptive information, raw data transformation needs to be done. The purpose of descriptive analysis is to analyze the independent and dependent variables. Descriptive methods are used to collect information about the current situation. It is aimed at collecting information about the situation, as the problems that are being investigated exist during the study sessions and finding the cause of the problem. This method selected by the researcher is for researchers to obtain the first hand data from the respondents selected to formulate rational suggestions and conclusions for the research conducted.

3.10.3 Frequency Analysis

Frequency analysis is a descriptive statistical method that shows the number of occurrences of each response chosen by the respondents. When using frequency analysis, SPSS Statistics can also calculate the mean and standard deviation to help researchers analyze the results and draw conclusions. Demographic factors in this study using this frequency analysis to determine the total of percent for the frequency population of the Gender, Age, Race, Education Level, Marital Status, Position, Division, Work Status, and their service Length of Employment.

3.10.4 Pearson Correlation Coefficient

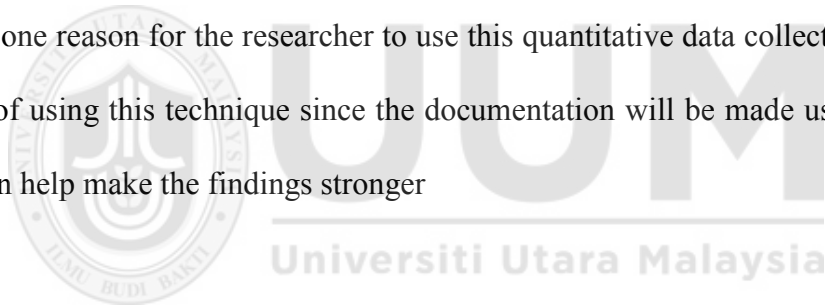
The correlation coefficient of Pearson is a statistical measure to test the correlation of two or more variables (Zikmund, 2003). Two important stages are used to test the null hypothesis. According to Hair (2006), the coefficients range from -1 to 1. The value 1 shows the perfect positive linear relationship, the -1 indicates the perfect negative linear relationship and the value 0 does not show a linear relationship. The objective of this test is to show whether there is a positive and negative relationship or no independent variables and variables depend on the study.

3.10.5 Regression Analysis

The custom regression is used to test the effect of a free variable (predictor) at the same time on a dependent variable (criterion). In order to determine the important dimensions affecting work performance perception (satisfaction), linear regression will be used. According to Churchill and Brown (2004) to obtain an equation that relates one variable depending on two or more independent variables is to use multiple regression techniques. Various regressions are to show the development of bivariate regression analysis found in more than one independent variable used in the regret equation (Churchill & Brown, 2004). In the study, the use of regression analysis is to calculate the percentage of independent variables and dependent variables which indicate a higher percentage of independent variables.

3.11 Summary

This section discusses in detail the formulation of the design and the methodology of the research that will be used to achieve the objectives that have been set. The techniques employed are quantitative studies that are survey or data collection techniques, using questionnaires as the primary instrument and supported by qualitative data obtained through planned interviews from pre-established research, which have similar objectives. This research design is very effective because it can provide more data and at the same time researchers will get more accurate values (O'Neill, 2006). At the same time (Hemming, 2008) uses the human geography approach as their approach. There is one reason for the researcher to use this quantitative data collection technique as a result of using this technique since the documentation will be made using all elements and it can help make the findings stronger



CHAPTER 4

RESULT AND DISCUSSION

4.1 Introduction

This chapter explained the findings obtained based on the research questionnaire. The main focus of the study referred to the data generated from the questionnaire. All the data gathered are analyzed using *Statistical Package for the Social Sciences (SPSS), Version 22 for Windows*. For each research question are discussed in the discussion parts consisted descriptive statistics and statistical test.

4.2 Data Collection

Table 4.1: *Questionnaire Distributed and Collection*

Questionnaire	Number of Correspondent
Distributed	381
Collected	211
Usable	211

4.3 Reliability

As seen in Table 4.1, all factors showed the result is acceptable. The result is range 0.875 to 0.956. The job satisfaction showed Cronbach Alpha is 0.936. While the factors that affects job satisfaction showed Cronbach's alpha for emotional intelligence is

0.924, human development is 0.875, work environment is 0.916, incentives and rewards is 0.956 and staff relations is 0.913. Every questionnaire items is said to be valid because the Cronbach's alpha greater than 6. So, the data in this study can be classified as good and adequate for this research means.

Table 4.2: *Test of Reliability*

Variables	No of Item	Cronbach's Alpha
Job Satisfaction	8	0.936
Emotional Intelligence	11	0.924
Human Development	6	0.875
Work Environment	6	0.916
Incentives and Rewards	11	0.956
Staff Relations	7	0.913

4.4 Descriptive Analysis

Descriptive statistics described the data collection and summary of the data in the simple and easy way such as table, figure, frequency, percentage, mean and standard deviation.

4.4.1 Respondent Demographic

Respondent chosen among among Teachers at Maktab Rendah Sains MARA Ulul Albab to analyzed demographic distribution of the respondents such as gender, age, marital status, salary and duration of employment comprised of 211 respondents.

Demographic distribution of the respondents is one of the important element in this study because it may be one of the factor influenced the finding of the study.

Table 4.3 shows summarize demographic frequency and percentage (%) of the respondents. Based on gender, respondents consist of 110 people or 52.1% are male involved in this study and a total of 101 people or 47.9% are females. This show the respondent by male is higher than female.

The respondents by age showed were 87 respondents or 41.2% between 21 to 30 years. Then, the respondents for 31 to 40 years comprised of 75 respondents with 35.5% of the overall respondents. It was followed by 41 to 50 years with 34 respondents or 16.1%. Lastly, the respondents for 51 and above showed the 15 respondents or 7.1%. This illustrated that the highest number of respondents between 21 to 30 years and the lowest allocated by the 51 and above.

Then the respondents by marital status showed were 118 respondents or 55.9% are married. While the respondents are single are 93 respondents or 44.1%. This illustrated that the highest number of respondents are married and the lowest allocated by the respondents are single.

Referring to salary showed were 61 respondents or 28.9% have between RM 1001 until RM 3000 and followed by 89 respondents or 42.2% between RM 3001 until RM 5000. While 45 of them which represent 21.3% have salary more than RM 5000 followed

by 16 of them with 7.6% have more than RM 10000. Hence, it shows that the highest number of respondents had salary between RM 3001 until RM 5000 and the lowest are more than RM 10000. According to the duration of employment showed 37 respondents or 17.5% less than 1 year. This was followed by 41 respondents or 19.4% between 1 to 3 years. Besides that, there have 63 respondents or 29.9% between 4 to 6 years and followed by 29 respondents or 13.7% between 7 to 9 years. Then, the respondents for more than 10 years showed 41 respondents or 19.4%. This represented the highest number of respondents for duration of employment is between 4 to 6 years and the lowest between 7 to 9 years.

Table 4.3: *Number of Respondents based on Demographic*

	Demographic	Frequency	Percentage
Gender	Female	110	52.1
	Male	101	47.9
Age	21-30 years	87	41.2
	31-40 years	75	35.5
	41-50 years	34	16.1
	51 and above	15	7.1
Marital Status	Married	118	55.9
	Single	93	44.1
Salary	RM 1001- RM 3000	61	28.9
	RM 3001 - RM 5000	105	49.0
	More than RM 5000	45	21.3
	More than RM 10000	0	0.0
Employment	Less than 1 year	37	17.5
	1-3 years	41	19.4
	4-6 years	63	29.9
	7-9 years	29	13.7
	More than 10 years	41	19.4

4.4.2 Mean Statistic

Table 4.4 tabulated the mean for job satisfaction. As shown in Table 4.4, it shows that finding for the overall mean where the respondents agree $m=4.10$, in details, finding show mean value where the respondents agree towards all the statement regarding the job satisfaction. Based on the highest mean value, finding choose agree about “*My job makes good use of my skills and abilities*” $m=4.14$ Meanwhile, for the lowest mean value, finding choose also agree about “*I am rewarded for the quality of my efforts*” $m=4.07$.

Table 4.4: *Mean for Job Satisfaction*

Job Satisfaction	Mean
My job makes good use of my skills and abilities	4.14
I am Satisfied with the involvement in decision making	4.09
I am rewarded for the quality of my efforts	4.07
I feel encouraged to come up with new and better ways of doing things	4.14
I have tools and resources to do my job well	4.10
My work gives me a feeling of personal accomplishment	4.09
I am satisfied with my job	4.09
I am satisfied with the opportunity to get a better job in this company	4.10
Overall Mean	4.10

Table 4.5 tabulated the mean and standard deviation for emotional intelligence. As shown in Table 4.4, it shows that finding for the overall mean where the respondents agree $m=4.15$. In details, finding show mean value where the respondents agree towards all the statement regarding the emotional intelligence. Based on the highest mean value, finding choose agree about “*I am a self-motivated person*” $m=4.28$. Meanwhile, for the lowest

mean value, finding choose also agree about “*I am able to hide my actual feelings when acting and speaking with people*” $m=4.08$.

Table 4.5: *Mean for Emotional Intelligence*

Emotional Intelligence	Mean
I have a good sense of why I have certain feelings most of the time	4.19
I have good understanding of my own emotions.	4.16
I am sensitive to the feelings and emotions of others	4.09
I have good understanding of the emotions of people around me	4.13
I always set goals for myself and then try my best to achieve them	4.20
I am a self-motivated person	4.28
I am able to control my temper and handle difficulties rationally	4.10
I can always calm down quickly when I am very angry	4.11
I have good control of my own emotions	4.09
I am able to considerate and think from the point of view of others	4.17
I am able to hide my actual feelings when acting and speaking with people	4.08
Overall Mean	4.15

Table 4.6 tabulated the mean for finding regarding human development. As shown in Table 4.6, it shows that finding for the overall mean where the respondents neutral $m=3.97$. In details, finding show mean value where the respondents agree towards the item 1, 2 and 6 regarding the human development. While the item 3, 4 and 5 showed neutral about that. Based on the highest mean value, finding choose agree about “*I have sufficient opportunity to develop in my work*” $m=4.03$. Meanwhile, for the lowest mean value finding choose neutral about “*I find my work routine non stimulating*” $m=3.89$.

Table 4.6: Mean for Human Development

Human Development	Mean
I have sufficient opportunity to develop in my work	4.03
The variation in my work is satisfactory	4.00
My work is mentally stimulating	3.97
I experience frustration in my work due to limited resources	3.93
I find my work routine non-stimulating	3.89
Too much is expected from me at work	4.01
Overall Mean	3.97

Table 4.7 tabulated the mean and standard deviation for work environment. As shown in Table 4.7, it shows that finding for the overall mean where the respondents agree $m=4.15$. In details, finding show mean value where the respondents agree towards all the statement regarding the work environment. Based on the highest mean value, finding choose agree about “*Satisfaction concerning discussions with supervisor on ways to improve work place environment*” $m=4.28$. Meanwhile, for the lowest mean value, finding choose also agree about “*Satisfaction concerning lighting and cleanliness of working place*” $m=4.09$.

Table 4.7: *Mean for Work Environment*

Work Environment	Mean
I am satisfied with the safety in the work place	4.19
I am satisfied with the support equipment used to help respondents work	4.16
I am satisfied with lightning and cleanliness of working place	4.09
I am satisfied with the concerning occupational health care	4.13
I am satisfied with training and re-training at work place	4.20
I am satisfied concerning discussions with supervisor on ways to improve work place environment	4.28
Overall Mean	4.15

Table 4.8 tabulated the mean for finding regarding incentives and rewards. As shown in Table 4.7, it shows that finding for the overall mean where the respondents neutral $m=3.93$. In details, finding show mean value where the respondents neutral towards all item except item 1 and item 10 regarding the human development. Based on the highest mean value, finding choose agree about *“The rewards received from employer are commensurate to work hence job satisfaction”* $m=4.04$. Meanwhile, for the lowest mean value finding choose neutral about *“The promotion policy of organization is fair and equitable satisfied with the rewards offered by organization”* $m=3.81$.

Table 4.8: *Mean for Incentives and Reward*

Incentives and Rewards	Mean
The rewards received from employer are commensurate to work hence job satisfaction	4.04
The organizations pay is at par with other equivalent players in the market	3.87
There is fairness and equity in the organizations compensation practices	3.93
The promotion policy of organization is fair and equitable	3.81
I am satisfied with the rewards offered by organization	3.94
Commitment to employer is as a result of the appreciation demonstrated through the benefits received	3.97
I am satisfied with the rewards offered by the employer are comparable with what the market offers	3.93
The incentive plans offered by my employer are adequate	3.90
The retirement benefit scheme offered by the employer is satisfactory	3.88
The medical scheme offered by the employer is comparable to what is in the market	4.00
The employer embraces new compensation trends in the market	3.92
Overall Mean	3.93

Table 4.9 tabulated the mean for finding regarding staff relation. As shown in Table 4.9, it shows that finding for the overall mean where the respondents agree $m=4.04$. In details, finding show mean value where the respondents agree towards the item 1, 3, 4 and 6 regarding the staff relation. While the item 2 and 5 showed neutral about that. Based on the highest mean value, finding choose agree about “*I have a good working relationship with my colleagues*” $m=4.22$. Meanwhile, for the lowest mean value finding choose neutral about “*I am happy with the management style in my department*” $m=3.98$.

Table 4.9: *Mean for Staff Relation*

Staff Relation	Mean
I have a good working relationship with my colleagues	4.22
There is an atmosphere of co-operation between staff & management	3.99
There is a clear channel of communication at my workplace	4.02
My manager is concerned about my well being	4.04
Management does involve staff in decision making	3.99
I can depend on my colleagues for support	4.07
I am happy with the management style in my department	3.98
Overall Mean	4.04

4.5 Correlation Analysis

Statistical test used to investigate the relationship between the variables studied. Correlation and regression tests used to determine the relationship between dependent variable (job satisfaction) and independent variable (emotional intelligence, human development, work environment, incentives and rewards and staff relations).

The table 4.10 displayed the results of correlating the mean score of the six-mean score of (emotional intelligence, human development, work environment, incentives and rewards and staff relations) with job satisfaction. As indicated by the r-value of Pearson correlation showed the job satisfaction is moderately positive and significantly with emotional intelligence ($r=0.637$, $p=0.000$), human development ($r=0.546$, $p=0.000$), work environment ($r=0.54$, $p=0.000$), incentives and reward ($r=0.626$, $p=0.000$) and staff relation ($r=0.578$, $p=0.000$). Then emotional intelligence is moderately positive and significantly with human development ($r=0.542$, $p=0.000$), work environment ($r=0.561$,

p=0.000), incentives and reward (r=0.520, p=0.000) and staff relation (r=0.618, p=0.000). Besides that, human development is moderately positive and significantly with work environment (r=0.504, p=0.000), incentives and reward (r=0.527, p=0.000) and staff relation (r=0.531, p=0.000). While, the work environment is weakly positive and significantly with incentives and rewards (r=0.434, p=0.000) and moderately positive and significantly with staff relation (r=0.520, p=0.000). Lastly, incentives and rewards showed moderately positive and significantly with staff relation (r=0.630, p=0.000)

Table 4.10: Correlation Statistic

	Job Satisfaction	Emotional Intelligence	Human Development	Work Environment	Incentives and Rewards	Staff Relations
Job Satisfaction	1	0.637**	0.546**	0.540**	0.626**	0.578**
	0	0	0	0	0	0
	211	211	211	211	211	211
Emotional Intelligence	0.637**	1	0.542**	0.561**	0.520**	0.618**
	0	0	0	0	0	0
	211	211	211	211	211	211
Human Development	0.536**	0.542**	1	0.504**	0.527**	0.531**
	0	0	0	0	0	0
	211	211	211	0.211	211	211
Work Environment	0.540**	0.561**	0.504**	1	0.434**	0.520**
	0	0	0	0	0	0
	211	211	211	211	211	211
Incentives and Rewards	0.626**	0.520**	0.527**	0.434**	1	0.630**
	0	0	0	0	0	0
	211	211	211	211	211	211
Staff Relations	0.581**	0.618**	0.531**	0.52**	0.630**	1
	0	0	0	0	0	0
	211	211	211	211	211	211

***.* Correlation is significant at the 0.01 lever (2-tailed)

4.6 Regression Analysis

Table 4.11: Regression Analysis Result

	Unstandardized Coefficients		Standardized Coefficients		t	Sig	F	Sig	R	R ²
	B	Std Error	Beta							
Constant	0.229	0.255			0.90	0.370				
Emotional Intelligence	0.349	0.08	0.286		4.37	0.000				
Human Development	0.120	0.063	0.116		1.91	0.058	52.073	0.000	0.748	0.559
Work Environment	0.154	0.061	0.151		2.53	0.012				
Incentive & Rewards	0.263	0.055	0.304		4.82	0.000				
Staff Relation	0.073	0.068	0.073		1.07	0.287				

Table 4.11 represents the overall sample of job satisfaction. Based on Anova test, overall of job satisfaction is significant [F, (5,205) =52.073, $p < 0.05$]. While the multiple regression showed emotional intelligence, work environment, and incentive and rewards is significant related on the job satisfaction except the human development and staff relation. The emotional intelligence, work environment and incentive and rewards support explains 74.8% of the variance of the job satisfaction. The R² (55.9%) of the job satisfaction is mainly due to the emotional intelligence, work environment and incentive and rewards and the 44.1% indicates of other factor. The standardized beta value 0.304 showed incentive and rewards is most influence on job satisfaction and followed by

emotional intelligence with standardized beta value 0.286. While the work environment showed the standardized beta 0.151 which less influence on job satisfaction.

4.7 Summary of Hypothesis Testing

Table 4.12: *Summary of Hypothesis Testing*

	Hypotesis	r	p	Result
H1	There is a relationship between emotional intelligence on job satisfaction among teachers in MRSM Ulul Albab.	0.637	<0.001	Accepted
H2	There is a relationship between human capital development on job satisfaction among teachers in MRSM Ulul Albab.	0.546	<0.001	Accepted
H3	There is a relationship between work environment on job satisfaction among teachers in MRSM Ulul Albab	0.540	<0.001	Accepted
H4	There is a relationship between incentives and rewards on job satisfaction among teachers in MRSM Ulul Albab	0.626	<0.001	Accepted
H5	There is a relationship between staff relation on job satisfaction among teachers in MRSM Ulul Albab	0.626	<0.001	Accepted
H6	There is an effect of emotional intelligence, human capital development, work environment, incentive and rewards and staff relation on job satisfaction among teachers at MRSM	0.559	<0.001	Accepted

4.8 Summary

In this chapter, data analysis methods, study results and a discussion of the findings have been presented. Findings from this study have been found some of the variables have a

relationship. It is shown that emotional intelligence, work environment and, incentives and rewards have relationship with job satisfaction. Meanwhile human capital development and staff relation have less relationship with job satisfaction. Data findings were described as correlations to the study variables and presented as tabulations. In the next chapter, the implications of the findings for a study of job satisfaction among teachers at Maktab Rendah Sains Mara (MRSM) Ulul Albab will be discussed.



CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents the conclusions and recommendations based on the data analysed in the previous chapter. Some limitations are identified. The job satisfaction among Teachers at Maktab Rendah Sains MARA (MRSM) Ulul Albab was researched by determining to what extent some of the correlation between emotional intelligence, human capital development, work environment, incentives and rewards, and staff relation among MRSM Ulul Albab towards Job satisfaction.

5.2 Overview of the Study

The focus of this study was to determine the association and effect of emotional intelligence, human capital development, work environment, incentives and rewards, and staff relation towards job satisfaction among teachers at MRSM Ulul Albab. Questionnaire was developed from previous related studies. A total number of 211 questionnaires were successfully collected. The findings indicated that emotional intelligence, human capital development, work environment, incentives and rewards, and staff relation are positively and moderately associated to job satisfaction. The regression analysis showed that the research framework developed for this study could explain 55.9

percent of the teachers' job satisfaction working at MRSM Ulul Albab. The regression analysis output showed that incentives and rewards is the most influential independent variable followed by emotional intelligence, human development and work environment.

5.3 Conclusion

5.3.1 Emotional Intelligence

Emotional Intelligence can be describes an individual ability to do what is needed for one to achieve something in their life without influence from other people. Individual with this ability can find strength and reason to complete any challenging task without giving up. Emotional intelligence is often discussed in ensuring the performance of each employee. Although this matter is less discussed in relation to emotional intelligence correlation with job satisfaction but there are also some studies that talk about this. Generally emotional intelligence is to measure one's mental ability to yourself and others (Salovey & Mayer, 1990). There are also many previous studies that discuss emotional intelligence that have an impact on job satisfaction. One study also said that emotional intelligence has had a high impact on today's work.

Based on the research done we can see that the MRSM Ulul Albab have a very high motivation towards their duties. Its shown that 'I am self-motivated person' highest mean value. Referring to (Dawson, 2005) where work satisfaction can be attributed to the positive behavior and motivation of the individual. In fact, there are also previous

theories that a person's satisfaction can be found when there is a high motivation factor mentioned in the Maslow hierarchy. In other words, with high motivation it helps to improve one's job satisfaction. Motivation can also be linked to emotional intelligence as explained earlier. Therefore, it can be said that emotional intelligence is a contributor to job satisfaction for teachers at MRSM Ulul Albab. Because with high motivation it will encourage a teacher towards job satisfaction and will impact the MRSM institution. From the findings, it shows that emotional intelligence has a relationship with job satisfaction from the findings obtained.

5.3.2 Human Capital Development

Human capital development is one of the most important elements in an organization. Because it ensures every worker has enough training to perform the task. In this study focuses on MRSM teachers Ulul Albab. A teacher needs to make sure they are always up to date with quality training. There are two types of training for teachers, both functional and generic. Functional is a type of training that is specific to the subject taught by the teacher while generic is an additional training that does not involve the subject of teaching. This is based on my experience working with a subsidiary of Majlis Amanah Rakyat (MARA) which manages training programs for MRSM teachers. Development programs for teachers are an important milestone for MARA because education is one of the objectives of MARA. MARA always ensures that every teacher has enough training that will help them to grow in the career careers. Based on the

previous research done by others researcher also shown that with a sufficient training towards employees can gain job satisfaction within the employees because they will feel confident in delivering their task. Although the findings show less relationship between human capital development and job satisfaction. It is still being used as a valid finding but perhaps in the next study should make some changes to the items in the questionnaire to ensure that the data being acquired is more relevant to the subjects to be studied. For this study it is focused on teachers.

5.3.3 Work Environment

Based on the research conducted it shows positive impact in relation to work environment and job satisfaction. The average teacher at MRSM Ulul Albab shows that they are fully satisfied with their work environment in all respects. Workplace safety, workplace equipment, lighting and hygiene, on the training provided and also provide the advantage of communicating with their supervisor on ways to improve work place environment. When it shows a positive reaction, it can be said that the questions prepared for this section are appropriate. This work environment factor also has a strong correlation for a teacher to get job satisfaction at their workplace. This can be further reinforced with previous studies that said a good work environment would have a positive impact. Positive attitudes can give employees the job satisfaction in the organization. From the findings, it shows that work environment has a relationship with job satisfaction from the findings obtained

5.3.4 Incentives and rewards

When things involve incentives and rewards among workers and organizations this thing is very subjective. Every organization practices different ways. It is up to the organization to create their system in using this method. But according to previous studies shows that it will increase the motivation of an organization when incentives and rewards are used in their organizations. By using this technique it will also reduce the rate of migration to other organizations (Wanous, 1974 & Shi, 1991). when an organization carries out all the welfare of its staff by giving incentives and rewards it will also benefit an organization. Workers will feel themselves more priceless with incentives and rewards and it's good for the organization.

In the research conducted by researchers found that all correspondents agree that incentives and rewards gives a big impact towards their job satisfaction. As discussed in literature review incentives and rewards can be found in many ways, not just money. According to (Nelson, 2003) and (Kepner, 2001), monetary incentives are used by employees to retain them and reward them due to well job performance through monetary form. It can be derived from basic salary, compensation, retirement plans, profit sharing (Pattanayak ,2005). From the findings, it shows that incentives and rewards has a relationship with job satisfaction from the findings obtained. It's also can conclude that the main factors contributed towards job satisfaction among MRSM Ulul Albab teachers is incentives and rewards.

5.3.5 Staff Relation

In previous studies the good relationships that occur in the organization are very important as it will impact the organization (Armstrong, 2006). It's also will determinant towards organizational performance. The relationship between job satisfaction with staff relation also can be interpreted in terms of attitudes within the organization (Rice, 1982). Because everyone who works within the organization will have different perceptions on the work ecosystem and individuals in the organization itself. Whether they fit their will or not (Butt, Bhutto and Abbes, 2011).

Based on the findings we can see the that staff relation between all the teachers are connected to bring job satisfaction among them. The most impact on this item is that they have a good relationship among them. With a good relationship among them we can conclude that they don't have any problem to work with each other and can create a positive ecosystem in the organization.

5.4 Recommendation

As a suggestion for the next researcher to ensure job satisfaction with teachers is often to be done because the role of teachers is very important to a country. Because teachers are among the important characters to embrace Malaysia. This study needs to be done thoroughly throughout the Malaysian education system not focused on just one target. Previous studies only focus on correspondents of less than 400 teacher. While the

number of teachers in Malaysia is far greater than that. Taking the example of the number of teachers in the MARA ecosystem is 9000 teachers. Perhaps the researcher will increase the number of correspondents that focus on MARA as a whole.

Researchers also expect the division of a school to use the questions used to get better insights in their schools. From the findings it will make it easier for management to devise better planning for each of their teachers to gain job satisfaction in their schools. Some of the variables also need to be considered to make sure the findings is relevant to all education sector workers ecosystems.

5.5 Summary

In conclusion, this study can help us better understand the factors that influence a teacher to achieve job satisfaction. Because understanding the needs of a teacher can help increase the jobs satisfaction of a teacher. Because at the same time can help improve the performance of a student who is the future of a country. The researcher also hopes that this study will benefit us to understanding what contributes towards job satisfaction among teachers.

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